

## **Michigan Public School Academy (PSA) Proposed New School of Excellence (SOE) Interview Checklist for Authorizer Recommended SOE**

Michigan's Revised School Code allows for the issuance of up to ten (10) new PSA contracts to organize and operate "Schools of Excellence" (SOE). The proposed PSA must be modeled after a high-performing school or program and follow all requirements to operate as a SOE (refer to MCL Part 6E). Applicants must review the performance and activities of the modeled school or program based on the following guiding standards (underlined) and expectations and create a proposal that includes examples and indicators from the model school or program for each expectation.

When an authorizer wants to propose a new SOE, representative(s) from the Michigan Department of Education (MDE) and the authorizer will interview representatives from the proposed SOE. This interview will be part of the authorizer's Phase 2 vetting process. The model provider and/or proposed SOE personnel will present evidentiary documents during the interview that address all twenty-eight (28) Expectations that are linked to the seven (7) Guiding Standards of High Performing Schools listed on the checklist below. Examples of evidence are available on the High Performing School Standards document available from the authorizer. The interview and accompanying evidence should focus on examples of procedures, documents, or activities that make the model provider successful. Representatives from the proposed SOE should also include examples of how the proposed school may alter the model school/program to operate successfully in the proposed facilities and environment.

During the interview, representative(s) from the MDE will complete the checklist and list examples of evidence presented. If the proposed SOE successfully addresses all twenty-eight (28) Expectations, MDE will recommend to the Superintendent of Public Instruction that the SOE be allowed to continue on the chartering process.

### **Guiding Standard 1: Mission, Vision, Purpose, and Organization**

**The model school/program has achieved a strong commitment from all groups of stakeholders who share a purpose and direction. The general organization of the school allows for successful implementation of curricular and co-curricular programs. The mission, vision, and purpose of the school guide decisions and allocations.**

#### **Expectations Linked to Guiding Standard**

#### **MEETS EXPECTATION**

- |  |  |
|--|--|
| 1) Model school/program has mission and vision statements and student/parent and staff handbooks.  | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 2) Annual calendar and daily schedules provide ample time for school effectiveness.  | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 3) School/program, course, and grade expectations and descriptions are posted and accurate.  | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 4) Evidence that the model school/program has been successful in areas with historically low College and Career Ready student achievement results. | YES <input type="checkbox"/> NO <input type="checkbox"/> |

#### **Examples of Evidence & Notes:**

**Guiding Standard 2: Governance and Leadership**

**Model school/program leaders are advocates for the school's mission, vision, and improvement efforts who provide direction and support for systemic implementation of successful curricular and co-curricular programs. Leaders ensure all stakeholders collaborate, serve meaningful roles, and share responsibilities for improvement. School/program policies and procedures ensure equity of learning opportunities and support innovation.**

**Expectations Linked to Guiding Standard**

**MEETS EXPECTATION**

- |  |  |
|--|--|
| 5) Leaders are clearly identified and roles are clearly defined.                         | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 6) Representatives from all stakeholder groups are involved with the leadership process. | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 7) Communication successfully flows vertically and horizontally.                         | YES <input type="checkbox"/> NO <input type="checkbox"/> |

**Examples of Evidence & Notes:**

**Guiding Standard 3: Teaching and Learning**

**The model school/program implements a curriculum based on College and Career Ready expectations that provides multiple opportunities for all students to learn and be able to demonstrate requisite knowledge and skills. There is a process to ensure teachers use proven student engaged instructional practices that align activities and assessments with the curriculum. All students have the opportunity to apply what they learn to real life situations.**

**Expectations Linked to Guiding Standard**

**MEETS EXPECTATION**

- |  |  |
|--|--|
| 8) Model curriculum must be aligned to the Common Core Standards & the Michigan Merit Curriculum.  | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 9) Instruction is student focused, based on multiple learning styles, and promotes higher level thinking skills.   | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 10) Procedures for students with special needs are based on data, involve communication, and are monitored.  | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 11) Instruction is connected to a multi-faceted assessment program that creates measureable and usable achievement data across all grades 3 through 12.                  | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 12) Graduation requirements include successful completion of the Michigan Merit Curriculum and a significant percentage of students are deemed College and Career Ready. | YES <input type="checkbox"/> NO <input type="checkbox"/> |

*(Guiding Standard 3: Teaching and Learning, continued)*

**Examples of Evidence & Notes:**

**Guiding Standard 4: Documenting and Using Results**

**The model school/program uses a comprehensive assessment system based on clearly understood standards. The assessment system produces timely and accurate data that is dispersed to stakeholders who disaggregate and fully utilize the information to improve student performance.**

**Expectations Linked to Guiding Standard**

**MEETS EXPECTATION**

- |   |  |
|---|--|
| 13) Model school investigates local, state, and national assessment data that drives decision-making.                               | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 14) Continuous and job-embedded professional development activities are based on data and best practices, and focus on local needs. | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 15) Performance indicators are based on clear learning goals and monitored frequently.  | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 16) Academic growth and achievement measurements should be utilized for individual and groups of students.                          | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| 17) Model school uses student growth/achievement as a significant factor in annual staff evaluations.                               | YES <input type="checkbox"/> NO <input type="checkbox"/> |

**Examples of Evidence & Notes:**

**Guiding Standard 5: Resource & Support**

**The model school/program employs and effectively assigns certified staff members who ensure students' success. Fiscal resources are allocated for the necessary facilities, equipment, materials, and services to maximize the effectiveness of the program and to ensure compliance with all regulations.**

**Expectations Linked to Guiding Standard**

**MEETS EXPECTATION**

18) Mission, vision, and academic goals drive the model school/program's fiscal decisions.

YES ☐ NO ☐

19) All personnel will be certified, highly qualified, effective, and in compliance with state and federal legal requirements.

YES ☐ NO ☐

20) Planning for facilities, equipment, and materials ensure the success of the overall program.

YES ☐ NO ☐

21) Proposed school is planning on creating budgets that include fund equities and other long-term sustaining elements.

YES ☐ NO ☐

**Examples of Evidence & Notes:**

**Guiding Standard 6: Communications and Relationships**

**The model school/program has the support and commitment of all stakeholders. School personnel promote active communication so positive relationships are created and sustained.**

**Expectations Linked to Guiding Standard**

**MEETS EXPECTATION**

22) Active parent organization is involved with school's decision-making procedures.

YES ☐ NO ☐

23) Electronic or traditional newsletters are regular and accessible for all parents.

YES ☐ NO ☐

24) Community connections include student service, mentoring, and marketing of the school.

YES ☐ NO ☐

25) Student achievement data and information is readily available to parents.

YES ☐ NO ☐

*(Guiding Standard 6: Communications and Relationships, continued)*

**Examples of Evidence & Notes:**

**Guiding Standard 7: Commitment to Continuous Improvement**

The modeled school/program follows a formal process for continuous improvement focused on student achievement. The program has data to show significant progress in student performance and growth. The improvement process evolves using student success techniques as guides.

**Expectations Linked to Guiding Standard**

**MEETS EXPECTATION**

26) Student assessment data is shared and utilized for improvement on a regular basis.

YES ☐ NO ☐

27) School committees with clear duties and various stakeholder groups represented are in place.

YES ☐ NO ☐

28) All state school improvement/accreditation requirements are met in a timely manner.

YES ☐ NO ☐

**Examples of Evidence & Notes:**